DOCUMENT RESUME

ED 333 405 CS 212 694

AUTHOR	Collins, Norma, Comp.; Smith, Carl, Ed.
TITLE	The Role of Grammar and the Teaching of Writing. Learning Package No. 39.
INSTITUTION	Indiana Univ., Bloomington. School of Education.
PUB DATE	90
NOTE	36p.; For other learning packages in this series, see CS 212 656-705.
AVAILABLE FROM	Learning Packages, ERIC/RCS, Indiana University, Smith Research Center, Suite 150, 2805 E. 10th St., Bloomington, IN 47408-2698 ($14.00).
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052) -- Collected Works - General (020)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Cognitive Development; Cooperative Learning; Distance Education; Elementary Secondary Education; *English Instruction; *Grammar; Higher Education; Inservice Teacher Education; *Teaching Methods; *Writing Instruction; *Writing Processes
IDENTIFIERS	Process Approach (Writing)

ABSTRACT

Originally developed as part of a project for the Department of Defense Schools (DoDDS) system, this learning package on the role of grammar and the teaching of writing is designed for teachers who wish to upgrade or expand their teaching skills on their own. The package includes an overview of the project; a comprehensive search of the ERIC database; a lecture giving an overview on the topic; copies of existing ERIC/RCS publications on the topic; a set of guidelines for completing a goal statement, a reaction paper, and an application project; and an evaluation form. (SR)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED333405

ERIC/RCS
150 Smith Research Center
Indiana University
Bloomington, IN 47405

Learning Package #39

The Role of Grammar and the Teaching of Writing

BEST COPY AVAILABLE

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

DR. CARL SMITH

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

CS212694

OVERVIEW

ERIC/RCS Learning Packages contain just what the practitioner needs for staff development workshops. Workshops can begin with an overview lecture , continue through readings and discussion material, and end with research projects and an annotated bibliography for further research.

Each learning package contains (1) a topic overview: a four-to-six page stage-setter; (2) in most cases, a digest of research: an ERIC summary of research on the topic written by a specialist; (3) a goal statement and a survey form; and (4) an extensive annotated bibliography of ERIC references.

Graduate-level university credit is available. For further information contact Indiana University School of Continuing Studies, Owen Hall #204, Bloomington, Indiana 47405. Enrollment in each course will be limited.

The Role of Grammar in the Teaching of Writing

by Norma Collins

Lecture

(All references are fully documented in the enclosed bibliography, or in a reference list following the lecture)

In 1935, the National Council of Teachers of English Curriculum Commission called for an end to formal grammar instruction. The commission suggested replacing formal grammar instruction with grammar instruction that could be integrated with writing instruction (Kolln, 1984). Such instruction is often called "functional grammar" or "instrumental grammar." Lessons grow out of the students' experiences with writing.

The research points out that teaching formal grammar (memorizing rules and diagramming sentences) does not ensure correct writing. In fact, researchers Braddock, Lloyd-Jones, and Schoer (1963) reported:

> In view of the widespread agreement of research studies based upon many types of students and teachers, the conclusion can be stated in strong and unqualified terms: the teaching of formal grammar has a negligible or, because it usually displaces some instruction and practice in composition, even a harmful effect on improvement in writing (p. 37-38).

Continuing the research of Braddock, et.al, Hillocks (1985) reviewed 500 studies from 1963-1982, and reported:

> The study of traditional grammar, including the definition of parts of speech, and the parsing of sentences, has no effect on raising the quality of student writing (p. 60).

The purpose of this lecture is not to dispute the teaching of grammar but to investigate ways of teaching grammar that will transfer to students' ability to use grammar correctly in their own writing. For our purpose of discussion, writing is defined as follows: writing is a recursive process rather than a set of discrete skills that can be taught to students in a linear way; writing is an act of composing which involves a number of stages, including planning, drafting, and revising. Writers who focus on grammatical correctness and mechanical decisions during the planning and drafting stages cannot concentrate fully on the content of what they are trying to write, which is the second assumption upon which this lecture is based. Attention to technical correctness needs to come during the revision stage.

It is during the revision stage that the writer switches from the act of producing a text to the act of making the text clear and understandable to others. At this time correct punctuation, capitalization, sentence construction, etc. is necessary for the effective communication of the writer's message. Clarity of expression is the writer's goal, and grammatical correctness is essential to the effective transmission of the writer's ideas to others. In addition, grammatical correctness is a courtesy the writer provides his or her readers. Correct punctuation and capitalization signal the joining of new thoughts; they alert the

reader to the priority of some words and the subordination of others. Punctuation tells the reader to pause; it interrupts the flow of writing and helps the reader process the material being read.

The professional literature suggests that students learn to correct their writing and identify errors of usage, spelling, punctuation, and capitalization through editing and proofreading. Revision is the key to helping students master the mechanical and grammatical aspects of writing (Rosen, 1987). Rosen suggests the following ways for teachers to instruct mechanical skills through writing:

1. **Let students write**. Students need to write in many different forms--letters, poems, essays, short stories, etc. Students generally are devoid in writing experience. Students need to write daily if possible. The most important technique a teacher can use to guide students toward mechanically and grammatically correct writing is by letting them write.
2. **Provide time for all stages of the writing process**. Students need to see that writing consists of overlapping steps. (Getting started, sustaining writing, and improving writing). Providing instructional strategies for each stage enhances students' confidence and allows students to concentrate on mechanical correctness at the stage of writing when it matters most.

3. **Use Editing Workshops**. Classroom time must be set aside for editing and proofreading of papers that are ready to be polished. The teacher may need to model editing by putting a sample of writing on the overhead projector and demonstrating through pointing and questioning the kinds of errors that the writer has made. This is an effort to help students identify and correct their own errors. Giving several short lessons on grammar and mechanics, plus asking students to apply those lessons to their own writing, will enhance the effectiveness and correctness of students' work.

4. **Mini-Conferences**. While students are editing their own work, the teacher can hold brief individual conferences with students. Having scanned the paper, the teacher can point out what kinds of proofreading activities are necessary. Rosen suggests a dialogue something like this: "O.K. John, looks like you're ready for a final proofreading and polishing. First I'd like you to circle all the words you think might be misspelled and look them up in the dictionary. Then work on complete sentences. There are several places in your paper where you've got two sentences strung together" (p. 66). The student may need a brief lesson on correcting run-on sentences.

5. **Peer Proofreading**. Often, it is helpful to have students work together during an editing workshop. Someone else may identify errors the writer has overlooked. Students can confer about the errors identified by the proofreader and the teacher can negotiate any unresolved decisions, using this as an opportunity to teach a mini-lesson on a particular skill.

6. **Mini-Lessons**. According to Rosen, these are ten minute lessons on common mechanical problems. This is a chance for the teacher to give instruction on a particular skill in the context of writing rather than in isolation. Group several students who share the same grammatical problem for the mini-lesson and then encourage them to work together to correct this error on their own papers. During the course of the year, a teacher can review almost all of the kinds of mechanical errors that students make. Many students have never learned to revise or proofread. They think revision means re-copying. You must help them realize that revision means "re-seeing" their writing. At this stage of the writing process, the student must learn to approach his or her writing with a critical and questioning eye. The goal is to make the writing clear and understandable for others. Students who are sharing their writing will soon learn that errors reduce the effectiveness of their ideas.

For this reason, publishing student writing is critical to the revision process. Students who know their writing will be "published" during a Read-Around session with the entire class are motivated to make their writing "good." Assembling class books, displaying writing in the hall, in the library, and in the entrance to the school building are ways for writers to share their work. Opportunities to share writing with others are motivating experiences that encourage proofreading for punctuation, capitalization, spelling, and usage that are courtesies to readers and necessities to the success of the writing.

According to Rosen (1987) the following proofreading strategies can be used to help students improve the correctness of their writing:

1. Running a blank sheet of paper slowly down the composition so the writer is forced to read one line at a time.
2. Reading one sentence at a time from the bottom up to take each sentence out of context and thus focus on errors, not meaning.
3. Circling all suspected spelling errors before consulting a dictionary.
4. Reading aloud to oneself or a friend, or reading into a tape recorder and playing it back.

5. Listing three of one's most frequent errors at the top of the paper, then reading the paper three times, each time focusing on one of these errors (p. 67).

An area in the classroom needs to be designated for editing purposes. Here, students should be able to find dictionaries, a thesaurus, a list of suggestions for proofreading, proofreading record sheets to attach to their drafts when they are proofread by others, etc. Perhaps a list of commonly misspelled words, and rules of punctuation and capitalization could be displayed. Examples of dialogue punctuated correctly, models of business letters, friendly letters, and other forms can be hung on the wall. A tape recorder and a typewriter or word processor could be made available to students during the editing and proofreading stage. Any equipment, materials, supplies, and suggestions that you can make available at the editing center will contribute to the engagement of students in the revision process.

Most research points out that students can address only a few errors at one time. It is futile to cover a student's paper with red ink. The student will be discouraged and learn to avoid writing. We may have to re-evaluate the way we, as teachers, look at error. When young children are learning to speak, we are very forgiving of their language approximations. In fact, we often delight in them. We encourage language learning by trial-and-error, and we give emerging language users positive feedback.

For some reason, we tend to do the opposite with young writers. We are critical of error and adamant about correctness. We fail to see error as growthful, as trial-and-error in written language, necessary for language growth and development (see *Errors and Expectations*, Mina Shaughnessy, 1977).

Even though our goal in teaching writing is the production of a clear, meaningful piece of writing, the way we go about achieving that goal will determine how students feel about writing and about themselves as users of language. Our goal is to **keep** students writing. According to Rosen, "Students are more likely to grow as writers when the teacher's primary purpose in reading student papers is to respond to content" (1987, p. 67).

Involving students in writing seems to be a meaningful way to teach the conventions of language and enhance students' ability to use the written word. As Rosen stated, "When writers need a better understanding of mechanical and grammatical matters to ensure more effective communication of their ideas, they learn what they need to know to prepare final drafts for readers" (p. 69). There is an internalization of grammatical rules that cannot be derived from drill and isolated skills instruction.

As teachers, it is important to analyze our own assumptions about grammar instruction. Can grammar instruction be combined with skill instruction in the context of students' writing? Must we continue to red pen students' errors to ensure that we are doing

our jobs? Can students share responsibility for grammatical correctness by becoming invested in the teaching/learning process of written language?

We must ask ourselves what we believe about language and about learning. We must articulate our goals for instruction in grammar and in composition, and we must look to ourselves and our students for the answers. For the time being, the teaching of grammar remains a political and controversial hotbed. As long as we continue to equate teaching grammar with "giving students a solid education" (Moffett and Wagner, 1983), we will be embroiled in the grammarian versus the anti-grammarian dispute.

We hope the materials in the package will give you an overview of the issues that surround this topic, and help you form your own opinions. Good luck to you and your students.

References

Braddock, R., R. Lloyd-Jones, and L. Schoer. (1963). *Research in written composition*. Champaign, IL: NCTE.

Hillocks, G., Jr. (1984). "What works in composition: A meta-analysis of experimental treatment studies." *American Journal of Education*, 93(1); pp. 133-170.

Kolln, M. (1984). "Rhetorical grammar for students." Paper presented at the annual meeting of the conference on college composition and communication. New York, NY. (ERIC/RCS, ED 243 109)

Moffett, J., and B. Wagner. (1983). *Student-centered language arts and reading K-13: A handbook for teachers*. Boston, MA: Houghton Mifflin.

Rosen, L. (1987). "Developing correctness in student writing: Alternatives to the error-hunt." *English Journal*, 76(3); pp. 62-69.

Shaughnessy, M. (1977). *Errors and Expectations*. New York: Oxford University Press.

Task #1

Goal Statement

Your Name:_____

Course #:_____

Learning package:_____

The purpose of writing a goal statement is to create an expectation for yourself, to establish a purpose that you can check when you have finished reviewing the package of materials. It should be used in conjunction with your reaction statement--the commentary that you will make after working your way through the materials in the learning package.

Directions: This is a pre-reading activity. Think about the topic of this package and then look at the various materials, primarily reviewing their headlines and subheads. What does that review prompt you to want to discover through this package?

Write a goal statement of no more than one paragraph that includes the questions that you want answered or the kinds of applications that you hope the package will help you accomplish in your work. Attached please find examples of representative goal statements submitted by former students.

Mail a copy of your goal statement to your instructor. Please keep a copy for yourself because your reaction statement should be based partly on the goal statement.

My Goal Statement for this Package

Please mail a copy of this form to:

Carl B. Smith
150 Smith Research Center
Indiana University
Bloomington, IN 47408-2698

Examples of Goal Statements

It is my expectation that this learning package will direct me in new directions so that I may improve my instruction in the area of vocabulary. I would like to know when it is best to introduce new vocabulary words. I would also like to gain information about new methods one might use when introducing new vocabulary. I expect to read about some of the newest research related to vocabulary instruction. It is also expected that tested methods will be described and examined. I would hope that these articles would help me improve how I teach so that my students will benefit and become better readers.

Following the study of this package, I expect to increase my understanding of computer usage in reading development, learn how to integrate computers into reading and writing instruction for learning impaired students, and make decisions on the usefulness of computer games in the classroom.

Following completion of this package I intend to:
1)Identify the components of a formal reading program evaluation.
2)Analyze the characteristics of an effective reading program.
3)Develop evaluation strategies that will improve the monitoring of my program objectives.

Task #2

Reaction Statement

You are asked to type a four-page reaction to this learning package as a way of firming up your sense of what you find interesting, important, or beneficial in this group of materials. You should construct this reaction with your previously established goal statement in mind.

Given below are a number of prompts to indicate the kinds of questions that you might wish to answer in developing this reaction. You may use other questions than those that are here listed. We anticipate that your reaction will be approximately four typewritten, double-spaced pages. Please use the following format in heading your paper.

Reaction

Your Name:_____

Course #:_____

Learning Package:_____

Reaction Prompts

1. Were your goals realized, and how do you know? (Refer to your goal statement.)

2. What important or beneficial ideas did you find in these materials? (Please cite the articles.)

3. Are there trends or concerns in the materials that bother you? Are there those that you agree with? Discuss. (Please use the annotated bibliography and cite ideas from it.)

4. What ideas did you want to try in your daily work world? Describe how you could apply these ideas?

Application Project

If you decide to use this topic for one of your two application projects, you may want to spend more time thinking about ways that you could explore one or more of these ideas in your work.

When you have finished your statement, please mail it to:

Carl B. Smith
150 Smith Research Center
Indiana University
Bloomington, IN 47408-2698

Task #3

Application Project

As you select your two application projects, use the following guidelines:

1. **Formulate a question** that you would like to answer regarding this topic. (For example, can my slow readers use some of the self-monitoring strategies discussed in these materials?) A question often helps to clarify the kinds of information that you will collect or the kinds of evidence that you will use to convince a reader that you are pursuing an interesting question.

2. **Describe with as much detail** as is needed for a reader to understand what you did, what materials you used, what major procedures you used, what evidence you were looking for, in order to answer your question.

3. **Gather evidence** from your students or from teachers to show samples of the kinds of work or the kinds of interactions that were taking place. These samples may be your written observations, sample student papers, photographs, activity sheets, book titles, statistical data, or any other kind of evidence that demonstrates the reality of your inquiry.

4. **Write a summary** of your plan and of your conclusions. The summary should be coherent and clear so a person who was not on site can understand what you attempted and can appreciate the conclusions that you drew.

5. **Send a report** that includes a summary of your plan, sample evidence of what you found, a brief analysis of the evidence, and the conclusions that you

6. **Provide a cover page** that gives your name, address, course number, topic of learning package, and topic of your project. We will mail you a critique of your work. Send your report to:

   Carl B. Smith
   150 Smith Research Center
   Indiana University
   Bloomington, IN 47408-2698

Course Number_____ **Date**_____

Package Title_____

Statements	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1. This package will help me do my job better.					
2. The pace of the package was too fast.					
3. The package's directions were confusing.					
4. It was easy to follow the directions given in the package.					
5. The package was too easy.					
6. The package was too long.					
7. The package should include more articles and documents to read.					
8. I didn't know the meaning of many words used in the package.					
9. The lecture explicated the topic of the package.					
10. The package's objectives were clear from the start.					
11. The package's teaching points were clear.					

What did you like best about the package?

What did you like least about the package?

How would you improve the package?

Please list other topics you would be interested in studying through our program.

Name (optional)_____

Position_____

Years Taught_____

Please mail a copy of this form to:

Carl B. Smith
150 Smith Research Center
Indiana University
Bloomington, IN 47408-2698

ERIC/RCS

Selected Abstracts from the ERIC Database

ERIC Clearinghouse on Reading & Communication Skills
Indiana University
Bloomington, Indiana
(812) 855-5847

BEST COPY AVAILABLE

Sample ERIC Abstract

AN ED289160
AU Binkley,-Marilyn-R.; And-Others
TI Becoming a Nation of Readers: What Parents Can Do.
CS Heath (D.C.) and Co., Lexington, Mass,; Office of Educational Research and Improvement (ED), Washington, DC.
PY 1988
AV What Parents Can Do, Consumer Information Center, Pueblo, CO 81009 ($.50).
NT 40 p.; For Becoming a Nation of Readers: The Report of the Commission on Reading, see ED 253 865.
PR EDRS Price - MF01/PC02 Plus Postage.
DE Beginning-Reading; Literacy-Education; Parent-Attitudes; Parent-Child-Relationship; Preschool-Children; Primary-Education; Reading-Aloud-to-Others; Reading-Attitudes; Recreational-Reading; Written-Language
DE *Literacy-; *Parent-Influence; *Parent-Participation; *Reading-Instruction; *Reading-Processes
ID Reading-Motivation
AB Intended for parents and based on the premise that parents are their children's first and most important teachers, this booklet is a distillation of findings from the 1984 report of the Commission on Reading, "Becoming a Nation of Readers." The introduction reiterates the Commission's conclusions (1) that a parent is a child's first tutor in unraveling the puzzle of written language; (2) that parents should read to preschool children and informally teach them about reading and writing; and (3) that parents should support school-aged children's continued growth as readers. Chapter 1 defines reading as the process of constructing meaning from written texts, a complex skill requiring the coordination of a number of interrelated sources of information. Chapter 2, on the preschool years, focuses on talking to the young child, reading aloud to the preschooler, and teaching children about written language. The third chapter, on beginning reading, counsels parents on what to look for in good beginning reading programs in schools, and how to help the child with reading at home. The fourth chapter, on developing readers and making reading an integral part of learning, offers suggestions for helping the child succeed in school and for encouraging reading for fun. The afterword calls on teachers, publishers, and school personnel, as well as parents, to participate actively in creating a literate society. The booklet concludes with a list of organizations that provide practical help or publications for parents.

Interpretation of ERIC Abstract Field Identifiers

AN ERIC accession number (Use this number when ordering microfiche and paper copies.)
AU Author(s)
TI Title
CS Corporate source
PY Actual or approximate publication date
AV Source and price (availability)
NT Pagination and additional information (such as legibility or related documents)
PR Indicates availability of document from the ERIC Document Reproduction Service
DE Descriptors-indexing terms from the *Thesaurus of ERIC Descriptors* which indicate important concepts in the document
ID Identifiers-indexing terms not included in the *Thesaurus of ERIC Descriptors*
AB Summary

AN: EJ28846
AU: Boiarsky,-Carolyn
TI: Taking the Rote Out of Writing.
PY: 983
JN: Principal; v63 n p32-36 Sep 983
AV: UMI
DE: Creative-Writing; Elementary-Secondary-Education; Expository-Writing; Sentences-; Writing-Research
DE: *English-Instruction; *Grammar-; *Punctuation-; *Writing-Composition
AB: Traditionally writing is taught in three segments: discourse, syntax, and grammar. Research in the 970s questions this and shows that formal grammar study does little to improve student writing. Some educators are now showing that students learn English structure and grammar best as they find they need it through their own writing experiences. (MD)

AN: EJ305295
AU: Davis,-Frederica
TI: In Defense of Grammar.
PY: 984
JN: English-Education; v6 n3 p5-54 Oct 984
AV: UMI
DE: Educational-Theories; Elementary-Secondary-Education; English-Teacher-Education; Middle-Schools
DE: *Elective-Courses; *Personal-Narratives; *Traditional-Grammar; *Writing-Instruction
AB: Relating to her own experiences and to her reading of "Language and Mind" by Noam Chomsky, the author argues for the teaching of traditional grammar. (HOD)

AN: EJ305292
AU: DeBeaugrande,-Robert
TI: Forward to the Basics: Getting Down to Grammar.
PY: 984
JN: College-Composition-and-Communication; v35 n3 p358-67 Oct 984
AV: UMI
DE: Higher-Education; Speech-Skills; Teaching-Methods; Writing-Improvement
DE: *Grammar-; *Oral-Language; *Writing-Instruction
AB: Argues that as long as classroom grammar is couched in vague or technical terms, it is not "basic" enough to help students with genuine literacy problems. Discusses how the grammar of students' speech can be sufficient for students' writing when properly brought to their conscious attention. (HTH)

AN: ED25843
AU: Elgin,-Suzette-Haden

TI: The Great Grammar Myth. Occasional Paper No. 5.
CS: California Univ., Berkeley. School of Education.
PY: 982
AV: Publications Department, Bay Area Writing Project, 5635 Tolman Hall, School of Education, University of California, Berkeley, CA 94720. Request "Publications for Teachers" for ordering information.
NT: 24 p.; Prepared through National Writing Project.
PR: EDRS Price - MF0 Plus Postage. PC Not Available from EDRS.
DE: Educational-Theories; Grammar-; Grammatical-Acceptability; Higher-Education; Writing-Improvement
DE: *Linguistic-Competence; *Teaching-Methods; *Traditional-Grammar; *Writing-Instruction; *Writing-Research
AB: Proposing that the utility of formal grammar instruction has never been put to the test, this booklet first explains the heretofore negative research results and explains why all the good intentions behind them have not kept those results from being essentially useless. The remainder of the booklet describes an experiment in which there were no textbooks, grammar books, outside reading, homework, drills, lectures, prewriting, revision, or outside assigned writing. Two experimental classes of remedial English students were given in-class essays to write and grammatical problems to solve. (A sample problem is presented.) The final test results were compared to test results of four control classes, showing no difference between the experimental and the control groups. (HOD)

AN: ED238005
AU: Friedmann,-Thomas
TI: Identification, Rewriting, Mastery: Alternative Exercises for Basic and Introductory Students.
PY: 983
NT: 6 p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (34th, Detroit, MI, March 7-9, 983).
PR: EDRS Price - MF0/PC0 Plus Postage.
DE: Basic-Skills; Developmental-Programs; Higher-Education; Mastery-Learning; Revision-Written-Composition; Teaching-Methods
DE: *English-Instruction; *Grammar-; *Sequential-Learning; *Writing-Exercises; *Writing-Instruction; *Writing-Skills
AB: To learn correct grammar, developmental students must practice writing correctly. However, the traditional exercises offered in handbooks, workbooks, and textbooks not only fail to provide habituation in correctness, they actually provide practice in "wrongness." Instead of isolating individual problems, they promote confusion by linking them. Alternative exercises should be designed with the following principles in mind: each exercise teaches only one specific skill, is nonerror based, and is ideally a short, organized essay. Using these principles, exercises can be constructed for the writing lab or basic/introductory classroom as a sequence. The first exercise familiarizes students with correct versions of the grammatical situation they are attempting to master. The second exercise, which enables students to practice the required skills

through rewriting, has students select the word or words they think need to be rewritten. After the selections are checked by an instructor, students make the changes they feel are necessary, always rewriting the entire selection. Finally, students are given a mastery test. Rather than use the familiar multiple choice, fill in, or error based exercises, students write controlled and guided compositions, specifically designed to elicit the particular grammatical situation the exercises have been attempting to teach. (HOD)

AN: EJ3538
AU: Hartwell,-Patrick
TI: Grammar, Grammars, and the Teaching of Grammar.
PY: 985
JN: College-English; v47 n2 p05-27 Feb 985
AV: UMI
DE: Higher-Education; Research-Needs; Rhetoric-; Secondary-Education; Standard-Spoken-Usage; Teaching-Methods
DE: *College-English; *Grammar-; *Writing-Instruction; *Writing-Research
AB: Explores the shortcomings of research for resolving the question of the effectiveness of grammar instruction. Suggests that writers need to develop skills at two levels: broadly rhetorical, involving communication in meaningful contexts; and broadly metalinguistic (rather than linguistic), involving active manipulation of language with conscious attention to surface form. (HTH)

AN: EJ27625
AU: Holbrook,-Hilary-Taylor
TI: ERIC/RCS Report: Whither (Wither) Grammar?
PY: 983
JN: Language-Arts; v60 n2 p259-63 Feb 983
AV: Reprint: UMI
DE: Black-Dialects; Educational-Trends; Elementary-Secondary-Education; English-Instruction; Learning-Activities; Teacher-Attitudes; Writing-Evaluation; Writing-Instruction
DE: *Grammar-; *Writing-Research
AB: Examines materials in the ERIC system related to trends in grammar instruction. Discusses the efficacy of formal grammar instruction in the schools and presents activities for successfully integrating grammar instruction into the writing curriculum. (HTH)

AN: EJ360680
AU: Hudson,-Tate
TI: Great, No, Realistic Expectations: Grammar and Cognitive Levels.
PY: 987
JN: English-Journal; v76 n7 p82-83 Nov 987
AV: UMI
DE: Cognitive-Development; Educational-Research; Junior-High-Schools;

Language-Arts; Middle-Schools; Teaching-Methods; Writing-Instruction; Writing-Processes
DE: *Developmental-Stages; *English-Curriculum; *English-Instruction; *Grammar-; *Reading-Research; *Writing-Composition
AB: Argues against direct formal grammar instruction in middle school. Notes that even students with high IQ's frequently score low on cognitive development measures, with children in the concrete stage of thinking usually unable to identify simple subjects and verb phrases. Recommends that until students achieve a level of formal reasoning they should do writing, prewriting, revising and experimenting. (JG)

AN: EJ365839
AU: Johnson,-Nan
TI: The Study of English Composition in Canadian Schools: 800-900.
PY: 987
JN: English-Quarterly; v20 n3 p205-7 Fall 987
AV: UMI
DE: Curriculum-Development; Educational-Practices; Educational-Theories; Educational-Trends; Elementary-Secondary-Education; Learning-Strategies; Student-Writing-Models; Writing-Instruction
DE: *Drills-Practice; *Educational-History; *Grammar-; *Writing-Composition
AB: Outlines the curriculum used in the nineteenth century in Canada for instructing elementary and secondary students in grammar and composition. Notes that modern teachers of English have continued to rely upon the aims of traditional pedagogy because other programs for writing instruction have not displaced older pedagogical beliefs and assumptions. (JC)

AN: ED24309
AU: Kolln,-Martha
TI: Rhetorical Grammar for Students.
PY: 984
NT: p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (35th, New York City, NY, March 29-3, 984).
PR: EDRS Price - MF0/PC0 Plus Postage.
DE: Higher-Education; Language-Usage; Sentence-Combining; Traditional-Grammar; Writing-Research; Writing-Skills
DE: *Grammar-; *Rhetoric-; *Sentence-Structure; *Writing-Improvement; *Writing-Instruction
AB: A conscious understanding of the grammar system can have value for student writers. Unfortunately, the positive value of teaching grammar in an instrumental, or functional, way has been overshadowed by the negative and irrelevant data concerning "formal grammar." However, if teachers were to use "rhetorical grammar" and emphasize the importance of grammar to rhetoric, they could help student writers to understand the choices available to them and to recognize the effects those choices will have in their writing. Instruction could begin by

teaching students sentence sense--that sentence patterns are a series of required slots filled by a variety of forms. Every sentence also has optional slots--places for adverbials and sentence modifiers of various forms. The teacher and students can then examine the way sentence openers change the rhythm; how they slow the reader down or change the reader's expectations; how they work as transition signals. Time should also be spent on coordinate structures and on sentence focus--on how to decide if an idea should be subordinated. Teaching students this conscious understanding, or rhetorical grammar, can be a way of illuminating the choices that language provides. (HOD)

AN: EJ346927
TI: Making Connections.
PY: 987
JN: Language-Arts; v64 n2 p37-40 Feb 987
AV: UMI
NT: Thematic Issue: Empowerment.
DE: Letters-Correspondence; Literacy-Education; Recreational-Reading; Teacher-Role
DE: *Grammar-; *Reading-Writing-Relationship; *Tests-; *Theory-Practice-Relationship; *Writing-Exercises; *Writing-Processes
AB: Discusses () the practice of giving examinations and how this contradicts current theory about the writing process, (2) how students spontaneously became involved in reading and writing activities, and (3) the implications of not teaching traditional grammar. (SRT)

AN: EJ35969
AU: Meyer,-Charles-F.
TI: Improving Instruction in Grammar.
PY: 986
JN: Journal-of-Teaching-Writing; v5 n p7-3 Spr 986
DE: Freshman-Composition; Higher-Education; Revision-Written-Composition; Textbook-Content; Textbooks-
DE: *Grammar-; *Teaching-Methods; *Writing-Instruction
AB: Arguing that writing teachers can neither ignore the teaching of grammar nor expect it to succeed if taught in the traditional way, examines the methods, organization, exercises and terminology of the freshman English handbook, identifies problems, and suggests alternatives to helping students satisfactorily edit their papers. (JG)

AN: EJ3353
AU: Ney,-James-W.
TI: Error Analysis, Theories of Language, and the Teaching of Writing.
PY: 986
JN: Written-Communication; v3 n p5-29 Jan 986
AV: UMI
DE: Cognitive-Ability; Error-Patterns; Language-Patterns; Teaching-Methods

DE: *Error-Analysis-Language; *Linguistic-Theory; *Structural-Grammar; *Transformational-Generative-Grammar; *Writing-Instruction
AB: Examines some of the theoretical and practical objections to error analysis and proposes it would be more appropriate for teachers to lead students through the use of creative language exercises into the use of many of the possible sentences in a language. (HOD)

AN: EJ379798
AU: Noguchi,-Rei-R.
TI: Transformational-Generative Syntax and the Teaching of Sentence Mechanics.
PY: 987
JN: Journal-of-Basic-Writing; v6 n2 p26-36 Fall 987
AV: UMI
DE: Elementary-Secondary-Education; Higher-Education; Sentence-Structure; Structural-Analysis-Linguistics; Teaching-Methods; Writing-Skills
DE: *Transformational-Generative-Grammar; *Writing-Instruction
AB: Argues that, from a transformational-generative perspective, errors in writing mechanics (such as run-on sentences, comma splices, and errors in subject-verb agreement) persist because writing instructors do not exploit students' language ability. Describes how transformational grammar is useful in correcting errors in sentence mechanics. (MM)

AN: EJ325444
AU: Nunberg,-Geoffrey
TI: An Apology for Grammar.
PY: 985
JN: National-Forum:-Phi-Kappa-Phi-Journal; v65 n4 p-5 Fall 985
AV: UMI
DE: Competence-; Curriculum-Development; Higher-Education; Prose-; Writing-Instruction
DE: *English-Instruction; *Grammar-; *Grammatical-Acceptability; *Writing-Composition
AB: Grammar is the public aspect of language, the rules that make for "correctness." It comprises the linguistic rules that must be mastered if the general interest is to be served. As such, the rules of grammar have to be clear-cut in their application and definable in objective terms. (MLW)

AN: ED230943
AU: Papay,-Twila-Yates
TI: From Fairy Dust to Mental Discipline: A Journey Via the Grammar Text.
PY: 983
NT: 3 p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (34th, Detroit, MI, March 7-9, 983).

PR: EDRS Price - MF0/PC0 Plus Postage.
DE: Writing-Skills
DE: *Self-Evaluation-Individuals; *Structural-Grammar; *Traditional-Grammar; *Transformational-Generative-Grammar; *Writing-Evaluation; *Writing-Instruction
AB: Students can improve their writing skills by studying grammar. In learning to apply a logical system in their analysis of sentence parts, for example, students develop mental discipline. This discipline can be strengthened through the grammatical analysis of their own papers. In these evaluations, which include error and stylistic analyses and a prescription for improvement, students learn to identify and correct technical errors, reduce wordiness, and sharpen and reshape sentence structures. Because traditional grammar fails to provide a working model of the English language, however, evaluations based on it tend to be error-oriented, focusing on surface features such as sentence variety rather than on the relationship between these forms and underlying meaning. Classes having worked with transformational and structural grammar, on the other hand, produce grammatical self-analysis papers that do not simply pinpoint problems, but explore their relationship to content. In studying the new grammar's surface and deep structures, students have discovered that form affects substance. (MM)

AN: EJ277975
AU: Rosenberg,-Ruth
TI: Demythicizing Grammar.
PY: 983
JN: Exercise-Exchange; v28 n2 p44-46 Spr 983
AV: Reprint: UMI
DE: Higher-Education; Language-Usage; Writing-Instruction
DE: *English-Instruction; *Grammar-; *Structural-Analysis-Linguistics; *Writing-Skills
AB: Describes a lesson designed to lead students to explore the language structure of the language rather than merely memorize grammatical rules. (FL)

AN: EJ384443
AU: Sedgwick,-Ellery
TI: Alternatives to Teaching Formal, Analytical Grammar.
PY: 989
JN: Journal-of-Developmental-Education; v2 n3 p8-0,2,4,20 Jan 989
AV: UMI
DE: Instructional-Materials; Nontraditional-Education; Postsecondary-Education; Syntax-; Writing-Processes; Writing-Skills
DE: *Teaching-Methods; *Traditional-Grammar; *Writing-Exercises; *Writing-Instruction
AB: Discusses alternatives to formal grammatical analysis to teach syntax and usage, including sentence combining, expansion, and modelling/imitation; transformation exercises; and inductive grammar. Considers ways of teaching editing/proofreading skills, including peer

editing, teacher/student conferences, and selective marking of errors. Discusses options concerning the selection, use, and adaptation of textbooks. (DMM)

AN: EJ30838
AU: Smith,-Peggy-Foxall
TI: Grammar Texts and Workbooks? Banished to the Storeroom!
PY: 984
JN: Academic-Therapy; v20 n p2-25 Sep 984
AV: UMI
DE: Secondary-Education; Teaching-Methods
DE: *Grammar-; *Learning-Disabilities; *Revision-Written-Composition; *Writing-Composition; *Writing-Skills
AB: A teacher of secondary learning disabled students describes an effective way of teaching grammar, mechanics, and usage by focusing on revising and editing of the students' own work. (CL)

AN: EJ339904
AU: Strong,-William
TI: An I-Search Perspective on Language/Composition Research.
PY: 986
JN: English-Journal; v75 n5 p27-33 Sep 986
AV: UMI
DE: Cohesion-Written-Composition; Educational-Theories; Higher-Education; Secondary-Education; Sentence-Combining; Syntax-; Writing-Processes
DE: *English-Instruction; *Grammar-; *Language-Arts; *Rhetoric-; *Writing-Instruction; *Writing-Research
AB: Discusses shifts in language/composition research over the past 20 years as they relate to an emerging consensus about English teaching. (SRT)

AN: EJ348977
AU: Suhor,-Charles
TI: ERIC/RCS Report: Orthodoxies in Language Arts Instruction.
PY: 987
JN: Language-Arts; v64 n4 p46-20 Apr 987
AV: UMI
NT: Thematic Issue: Issues That Divide Us.
DE: Elementary-Education; Language-Usage; Literacy-Education; Oral-Language; Sentence-Combining; Traditional-Grammar; Writing-Improvement; Writing-Processes; Writing-Research
DE: *Grammar-; *Language-Acquisition; *Phonics-; *Reading-Instruction; *Writing-Instruction
AB: Presents the opposing viewpoints on grammar study, phonics and whole language instruction, and the role of information in English language arts. (SRT)

AN: EJ324865
AU: Supnick,-Roberta-M.; Rooney,-Pamela-S.
TI: A Comparison of Two Methods for Improving Basic Skills Deficiencies of Business Communication Students.
PY: 985
JN: Delta-Pi-Epsilon-Journal; v28 n2 p7-22 Fall-Win 985
AV: UMI
DE: College-Freshmen; Higher-Education; Teaching-Methods
DE: *Basic-Skills; *Business-Communication; *Grammar-; *Skill-Development; *Writing-Skills
AB: This study was conducted to determine whether or not a lack of emphasis on grammar instruction and exercises would impede students' abilities to overcome basic writing deficiencies. Both groups of students (intensive grammar instruction and minimal instruction) showed significant improvement in correcting high frequency errors in grammar and usage; neither group, however, showed a significantly greater improvement. (Author/CT)

AN: ED277003
AU: Vavra,-Ed
TI: A New Method and Curriculum for Teaching Writing and Grammar.
PY: 985
NT: 30 p.; Paper presented at the National Conference of the Society of Educators and Scholars (0th, Teaneck, NJ, October 4, 985).
PR: EDRS Price - MF0/PC02 Plus Postage.
DE: Elementary-Secondary-Education; English-Curriculum; Freshman-Composition; Higher-Education; Sequential-Approach; Writing-Skills
DE: *Grammar-; *Teaching-Methods; *Writing-Improvement; *Writing-Instruction; *Writing-Research
AB: In order to support an argument for the teaching of grammar in a writing class, this report first summarizes the descriptive studies done by Kellogg Hunt in 965 and 970, and the comparative studies done by John Mellon and Frank O'Hare in 969 and 973. The second part of the report consists of five workshop handouts about the following topics: () prepositional phrases, compounding, and ellipsis; (2) the four variations of the basic sentence pattern; (3) subordinate clauses; (4) gerunds and gerundives; and (5) appositives. Also presented in the second part is a sequential studies done by John Mellon and Frank O'Hare in 969 and 973. The second part of the report consists of five curriculum for grades 3 through 2 outlining the skills and concepts to be learned at each stage of a child's development. The final section of the paper reports on a study, the results of which indicated a connection between knowledge of grammar and students' ability to write when the method used to teach grammar is geared to improving writing skills. The report concludes that results of pretests and posttests involving revising a passage of writing support the assertion that the method used to teach grammar can affect students' ability to write. (SRT)

AN: EJ35953
AU: Vavra,-Ed
TI: Grammar and Syntax: The Student's Perspective.
PY: 987
JN: English-Journal; v76 n6 p42-48 Oct 987
AV: UMI
DE: Elementary-Secondary-Education; Traditional-Grammar
DE: *Grammar-; *Language-Arts; *Sentence-Structure;
*Student-Attitudes; *Teaching-Methods; *Writing-Instruction
AB: Argues that problems in teaching grammar stem from failure to help students develop, as opposed to memorize, grammatical concepts. Recommends discussion of style and vocabulary, student stylistic analysis of their own writing, and deciphering syntactic use, not just definition, of parts of speech. Suggests that such training should begin in elementary grades when sentence structure is still simple. (JG)

AN: ED263594
AU: Vavra,-Edward-A.
TI: The Sequential, Syntactic, Remedial Tutorial.
PY: 985
NT: 4 p.; Paper presented at the Annual Meeting of the Writing Centers Association East Central Conference (7th, Erie, PA, May 3-4, 985).
PR: EDRS Price - MF0/PC0 Plus Postage.
DE: Higher-Education; Sentence-Structure; Writing-Composition;
Writing-Exercises; Writing-Processes
DE: *Grammar-; *Revision-Written-Composition; *Syntax-;
*Writing-Improvement; *Writing-Instruction
AB: Designed for students who have grammatical problems, the syntactic approach presented in this paper helps explain the process of revision, and should be used only after a student has written a draft. The paper suggests that the students' hypothetical objective can be to understand how every word in any sentence is syntactically connected to the basic sentence pattern, and explains the four-step approach, categorized according to prepositional phrases, subjects and verbs, subordinate clauses, and gerundives (participles). The paper lists the following advantages of this approach: () students work with only their own writing; (2) the approach emphasizes and helps define revision as a separate process, starts with a simple concept and expands, entails automatic review of all preceding steps, and focuses on what is right rather than what is wrong; (3) students study only those grammatical concepts directly related to their problems in writing, and experience an early sense of success; (4) students' work is easily and quickly checked; and (5) much of the instruction can be done through simple handouts. (EL)

AN: EJ368703
AU: Viera,-Carroll
TI: The Grammarian as Basic Writer: An Exercise for Teachers.

PY: 988
JN: College-Composition-and-Communication; v39 n2 p224-27 May 988
AV: UMI
DE: Elementary-Secondary-Education; Higher-Education; Workbooks-; Writing-Skills
DE: *Grammar-; *Writing-Exercises; *Writing-Instruction
AB: Presents an exercise for teachers which illustrates the limitations of workbook drills and rule study by teaching a brief hypothetical grammar text of five rules and exceptions, then employing those rules in standard drill exercises and a writing assignment. Claims that traditional pedagogies of formal grammar are not effective in improving student writing. (MM)

AN: EJ329392
AU: Viera,-Carroll
TI: Helping Students to Help Themselves: An Approach to Grammar.
PY: 986
JN: College-Composition-and-Communication; v37 n p94-96 Feb 986
AV: UMI
DE: Higher-Education; Writing-Exercises
DE: *Grammar-; *Teaching-Methods; *Writing-Instruction
AB: Presents a simple classroom exercise that transforms a remote future need for grammatical competence into a more practical, immediate, and useful skill. (HTH)

GETTING COPIES OF THE ITEMS DESCRIBED IN THE ERIC DATABASE:

The items described in the ERIC database have either an "ED" or an "EJ" number in the first field. **About 98% of the ED items can be found in the ERIC Microfiche Collection.** The ERIC Document Reproduction Service (EDRS) in Alexandria, Virginia can produce either microfiche or paper copies of these documents for you. Check the accompanying list of **ERIC Price Codes** for their current prices.

Alternatively, you may prefer to consult the ERIC Microfiche Collection yourself before choosing documents to copy. Over 600 libraries in the United States subscribe to this collection. To find out which libraries near you have it, you are welcome to call the ERIC Clearinghouse on Reading and Communication Skills at (812) 855-5847. Most such libraries have equipment on site for inexpensive production of paper copies from the fiche.

For those few ED-numbered items not found in the Microfiche Collection, check the availability (AV) field of the citation to get information about the author, publisher, or other distributor.

Items with an EJ number in the first field of the citation are journal articles. Due to copyright restrictions, ERIC cannot provide copies of these articles. Most large college or university libraries subscribe to the journals in which these articles were published, and the general public can read or copy the articles from their collections. Should you want copies of articles which appeared in journals not owned by your nearest university library, arrangements usually can be made via interlibrary loan; there frequently is a nominal charge for this, which is set by the lending library. If you are a faculty member, staff member, or student at the university, just ask at your library's reference desk.

For all other categories of users, most universities cannot provide interlibrary services. However, public libraries---which are there to serve all area residents---typically are hooked into statewide lending networks designed to ensure that all state residents have access to materials of interest. Ask your local public librarian about interlibrary loan policies, charges, etc.

There are also two professional reprint services which have obtained permission from some journals to sell article copies. These are University Microfilms International (Article Clearinghouse, 300 North Zeeb Road, Ann Arbor, Michigan 48106---(800) 732-0616), and the Institute for Scientific Information (Original Article Tear Sheet Service, 3501 Market Street, Philadelphia, Pennsylvania 19104---(800) 523-1850). At the time of this publication, UMI charged $10.75 per article regardless of length, and ISI charged $9.50 for the first ten pages, plus $2.00 for each additional ten pages or fraction thereof. However, please check with them for current prices before ordering.

BEST COPY AVAILABLE

ERIC Price Codes

PAPER COPY /HARD COPY

PRICE CODE	PAGINATION	PRICE
PC 01	1- 25	$ 2.03
PC 02	26- 50	4.06
PC 03	51- 75	6.09
PC 04	76- 100	8.12
PC 05	101- 125	10.15
PC 06	126- 150	12.18
PC 07	151- 175	14.21
PC 08	176- 200	16.24
PC 09	201- 225	18.27
PC 10	226- 250	20.30
PC 11	251- 275	22.33
PC 12	276- 300	24.36
PC 13	301- 325	26.39
PC 14	326- 350	28.42
PC 15	351- 375	30.45
PC 16	376- 400	32.48
PC 17	401- 425	34.51
PC 18	426- 450	36.54
PC 19	451- 475	38.57
PC 20	476- 500	40.60
PC 21	501- 525	42.63
PC 22	526- 550	44.66
PC 23	551- 575	46.69
PC 24	576- 600	48.72
PC 25	601- 625	50.75
PC 26	626- 650	52.78
PC 27	651- 675	54.81
PC 28	676- 700	56.84
PC 29	701- 725	58.87
PC 30	726- 750	60.90
PC 31	751- 775	62.93
PC 32	776- 800	64.96
PC 33	801- 825	66.99
PC 34	826- 850	69.02
PC 35	851- 875	71.05
PC 36	876- 900	73.08
PC 37	901- 925	75.11
PC 38	926- 950	77.14
PC 39	951- 975	79.17
PC 40	976-1,000	81.20

ADD 2.03 FOR EACH ADDITIONAL 25 PAGES,
OR FRACTION THEREOF

MICROFICHE

PRICE CODE	PAGINATION	NO. OF FICHE	PRICE
MF 01	1- 480	1-5	$ .86
MF 02	481- 576	6	1.03
MF 03	577- 672	7	1.20
MF 04	673- 768	8	1.37
MF 05	769- 864	9	1.54
MF 06	865- 960	10	1.71
MF 07	961-1,056	11	1.88
MF 08	1,057-1,152	12	2.05
MF 09	1,153-1,248	13	2.22
MF 10	1,249-1,344	14	2.39
MF 11	1,345-1,440	15	2.56
MF 12	1,441-1,536	16	2.73
MF 13	1,537-1,632	17	2.90
MF 14	1,633-1,728	18	3.07
MF 15	1,729-1,824	19	3.24

ADD $0.17 FOR EACH ADDITIONAL MICROFICHE
(1-96 PAGES)

HOW TO ORDER ERIC DOCUMENTS

EDRS **ERIC**® **DOCUMENT REPRODUCTION SERVICE**

7420 FULLERTON ROAD, SUITE 110
SPRINGFIELD, VA 22153-2852

OPERATED BY

CINCINNATI BELL INFORMATION SYSTEMS (CBIS) FEDERAL
800-443-3742 703-440-1400

IMPORTANT INSTRUCTIONS TO COMPLETE THIS ORDER FORM

- Order by 6 digit ED number
- Enter unit price
- Specify either Microfiche (MF) or Paper Copy (PC)
- Include shipping charges

ED NUMBER	NO. OF PAGES	NO. OF COPIES MF	NO. OF COPIES PC	UNIT PRICE	TOTAL UNIT COST
TOTAL NO. OF PAGES				SUBTOTAL	

UNIT PRICE SCHEDULE

MICROFICHE (MF)			PAPER COPY (PC)		
NUMBER FICHE EACH ED #	PRICE CODE	Price	NUMBER PAGES EACH ED #	PRICE CODE	Price
1 to 5 (up to 480 pages)	MF01	$1.18	1 to 25	PC01	$3.12
Each additional microfiche (additional 96 pages)		$ .25	Each additional 25 pages		$3.12

RESIDENTS OF VA, MD AND DC - ADD APPLICABLE SALES TAX	
SHIPPING CHARGES	
TOTAL COST	

CHARTS FOR DETERMINING SHIPPING CHARGES

U.S. POSTAL SERVICE 1st CLASS POSTAGE FOR MICROFICHE ONLY						
1-7 Microfiche ONLY $0.29	8-19 Microfiche ONLY $0.52	20-30 Microfiche ONLY $0.75	31-42 Microfiche ONLY $0.98	43-54 Microfiche ONLY $1.21	55-67 Microfiche ONLY $1.44	68-80 Microfiche ONLY $1.67

UNITED PARCEL SERVICE CHARGES FOR CONTINENTAL U.S. SHIPMENTS ONLY*
*UPS will not deliver to a P.O. Box Number. A Street Address must be provided.

1 lb. 81-160 MF or 1-75 PC PAGES Not to Exceed $2.79	2 lbs. 161-330 MF or 76-150 PC PAGES Not to Exceed $3.30	3 lbs. 331-500 MF or 151-225 PC PAGES Not to Exceed $3.74	4 lbs. 501-670 MF or 226-300 PC PAGES Not to Exceed $4.09	5 lbs. 671-840 MF or 301-375 PC PAGES Not to Exceed $4.31	6 lbs. 841-1010 MF or 376-450 PC PAGES Not to Exceed $4.53	7 lbs. 1011-1180 MF or 451-525 PC PAGES Not to Exceed $4.77	8 to 10 lbs. 1181-1690 MF 526-750 PC PAGES Not to Exceed $5.17-$5.94

NOTE–Orders for 81 or more microfiche and all orders for paper copies (PC) will be shipped via United Parcel Service unless otherwise instructed.

SEE REVERSE FOR EXPEDITED DOCUMENT DELIVERY SERVICE

PAYMENTS: You may pay by

1. Enclosing CHECK or MONEY ORDER with your order. Foreign customer checks must be drawn on a U.S. bank.
2. Charge to a MasterCard or VISA account. Enter account number, card expiration date and signature. (EDRS also accepts telephone orders when charged to a MasterCard or VISA account.)
3. PURCHASE ORDERS: U.S. customers may enclose an authorized original purchase order. No purchase orders are accepted from foreign customers.
4. Charge to a DEPOSIT ACCOUNT. Enter deposit account number and sign order form.

PLEASE INDICATE METHOD OF PAYMENT AND ENTER REQUIRED INFORMATION.

VISA

WE HONOR BOTH

MasterCard

☐ Check or Money Order ☐ Purchase Order (ATTACH ORIGINAL PURCHASE ORDER)

☐ MasterCard ☐ VISA

Account Number _____ Expiration Date _____

Signature _____

☐ Deposit Account Number _____

Signature _____

ENTER "SHIP TO" ADDRESS _____

_____

_____

CALL TOLL FREE 1-800-443-ERIC (3742) 24 HOURS A DAY - 7 DAYS A WEEK
ALLOW 5 WORKING DAYS FOR EDRS TO PROCESS AND SHIP YOUR ORDER

EXPEDITED DOCUMENT DELIVERY

Expedited delivery of ERIC documents is available.

- Call in your order 24 hours a day toll free 1-800-443-ERIC (3742).
- Fax your order 24 hours a day 703-440-1408.

Your order will be shipped to you, by the method you select, on the fifth (5th) working day after receipt.

To insure expedited receipt, request shipment by either:

- USPS Express Mail
- Federal Express
- UPS Next Day Air
- FAX transmission of your document

Shipping and FAX transmission charges will be added to the cost of the document(s) by EDRS.

These requesting and delivery methods are in addition to the 3-day delivery services available in response to orders received through the use of on-line data base services.

STANDING ORDERS SUBSCRIPTION ACCOUNTS

Subscription orders for documents in the monthly issue of **Resources in Education (RIE)** are available on microfiche from EDRS. The microfiche are furnished on a diazo film base and without envelopes at $0.111 per microfiche. If you prefer a silver halide film base, the cost is $0.225 per microfiche and each microfiche is inserted into a protective envelope. SHIPPING CHARGES ARE EXTRA. A Standing Order Account may be opened by depositing $1,500.00 or submitting an executed purchase order. The cost of each issue and shipping will be charged against the account. A monthly statement of the account will be furnished.

BACK COLLECTIONS

Back collections of documents in all issues of **Resources in Education (RIE)** since 1966 are available on microfiche at a unit price of $0.131 per microfiche. The collections from 1966 through 1985 are furnished on a vesicular film base and without envelopes. Since 1986, collections are furnished on a diazo film base without envelopes. SHIPPING CHARGES ARE EXTRA. For pricing information, write or call toll free 1-800-443-ERIC (3742).

GENERAL INFORMATION

1. PRICE LIST
The prices set forth herein may be changed without notice; however, any price change is subject to the approval of the Contracting Officer/USED/Office of Educational Research and Improvement/Contracts and Grants Management Division.

2. PAYMENT
The prices set forth herein do not include any sales, use, excise, or similar taxes that may apply to the sale of microfiche or paper copy to the Customer. The cost of such taxes, if any, shall be borne by the Customer.

Payment shall be made net thirty (30) days from date of invoice. Payment shall be without expense to CBIS Federal.

3. REPRODUCTION
Express permission to reproduce a copyrighted document provided hereunder must be obtained from the copyright holder noted on the title page of such copyrighted document.

4. CONTINGENCIES
CBIS Federal shall not be liable to Customer or any other person for any failure or delay in the performance of any obligation if such failure or delay (a) is due to events beyond the control of CBIS Federal including, but not limited to, fire, storm, flood, earthquake, explosion, accident, acts of the public enemy, strikes, lockouts, labor disputes, labor shortages, work stoppages, transportation embargoes or delays, failure or shortage of materials, supplies or machinery, acts of God, or acts or regulations or priorities of the federal, state, or local governments; (b) is due to failures of performances of subcontractors beyond CBIS Federal's control and without negligence on the part of CBIS Federal; or (c) is due to erroneous or incomplete information furnished by Customer.

5. LIABILITY
CBIS Federal's liability, if any, arising hereunder shall not exceed restitution of charges.

In no event shall CBIS Federal be liable for special, consequential, or liquidated damages arising from the provision of services hereunder.

6. WARRANTY
CBIS FEDERAL MAKES NO WARRANTY, EXPRESS OR IMPLIED, AS TO ANY MATTER WHATSOEVER, INCLUDING ANY WARRANTY OF MERCHANTABILITY OR FITNESS FOR ANY PARTICULAR PURPOSE.

7. QUALITY
CBIS Federal will replace products returned because of reproduction defects or incompleteness. The quality of the input document is not the responsibility of CBIS Federal. Best available copy will be supplied.

8. CHANGES
No waiver, alteration, or modification of any of the provisions hereof shall be binding unless in writing and signed by an officer of CBIS Federal.

9. DEFAULT AND WAIVER
a. If customer fails with respect to this or any other agreement with CBIS Federal to pay any invoice when due or to accept any shipment as ordered, CBIS Federal may, without prejudice to other remedies, defer any further shipments until the default is corrected, or may cancel the order.

b. No course of conduct nor any delay of CBIS Federal in exercising any right hereunder shall waive any rights of CBIS Federal or modify this Agreement.

10. GOVERNING LAW
This Agreement shall be construed to be between merchants. Any questions concerning its validity, construction, or performance shall be governed by the laws of the State of Virginia.

11. DEPOSIT ACCOUNTS
Customers who have a continuing need for ERIC documents may open a Deposit Account by depositing a minimum of $300.00. Once a Deposit Account is opened, ERIC documents will be sent upon request, and the account charged for the actual cost and postage. A monthly statement of the account will be furnished.

12. PAPER COPY (PC)
A paper copy (PC) is a xerographic reproduction, on paper, of the original document. Each paper copy has a Vellum Bristol cover to identify and protect the document.

13. FOREIGN POSTAGE
Postage for all countries other than the United States is based on the International Postage Rates in effect at the time the order is shipped. To determine postage, allow 160 microfiche or 75 (PC) pages per pound. Customers must specify the exact classification of mail desired, and include the postage for that classification with their order. Payment must be in United States funds.

BEST COPY AVAILABLE